DOCUMENT RESUME

ED 089 329 CS 201 141

AUTHOR Wilson, Karen P.
TITLE Discussion and Debate, English, Debate: 5114.117.
INSTITUTION Dade County Public Schools, Miami, Fla.
PUB DATE 72
NOTE 13p.; Authorized course of instruction for the Quinmester Program

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS Course Content; *Course Descriptions; *Debate; *Discussion (Teaching Technique); English Instruction; *Language Arts; Secondary Education; Teaching Guides
IDENTIFIERS Minicourses; *Quinmester Program

ABSTRACT

Developed for a high school quinmester unit on discussion and debate, this guide is designed to help students learn the elements of good discussion and informal debate in a classroom atmosphere emphasizing the democratic process. Performance objective for the course include compiling information for classroom discussions and informal debates, employing parliamentary procedure to conduct class discussions, and conducting discussions on topics relevant to the other students. Also included are "Course Content," which discusses the rationale for the course and the range of subject matter; "Learning Activities," which provides specific suggestions for class activities; "Student Resources," which lists state-adopted textbooks and non-state-adopted supplementary materials; and "Teacher Resources," which contains professional books and periodicals, films, and records. (RB)

ED 089329

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

C-S

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

LANGUAGE ARTS

Discussion and Debate

5114.117
5115.132
5116.133
5196.03

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

CS 201 141

DISCUSSION AND DEBATE

5114.117
5114.132
5116.133
5196.03

English, Debate

Written by Karen P. Wilson
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1972

DADE COUNTY SCHOOL BOARD

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethel Beckham
Mrs. Crutcher Harrison
Mrs. Anna Brenner Meyers
Dr. Ben Sheppard
Mr. William H. Turner

Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

COURSE NUMBER	COURSE TITLE: DISCUSSION AND DEBATE
5114.117 5115.132 5116.133 5196.03	COURSE DESCRIPTION: A classroom activity centering around the elements of good discussion and basic elements of informal debate. The class emphasizes the democratic process.

I. PERFORMANCE OBJECTIVES

A. Given instruction on research techniques, the student will compile information for classroom discussions and informal debates.

B. Given sufficient instruction on the uses of parliamentary procedure, the student will employ it to conduct class discussions.

C. Given instruction on the art of conducting discussions, the student will chair discussions on topics relevant to his classmates.

II. COURSE CONTENT

A. Rationale

"It seems reasonable to suggest, particularly at a time when all the people need to be as widely informed as possible, that every student should have an opportunity to develop his own power of thoughtful listening and speaking through intelligent, guided participation in the various forms of public discussion."[1] Because this statement is generally agreed upon by educators, a course teaching the techniques of group discussion should be offered in the public schools.

This quin is intended to meet that need by exposing the student to the fundamentals of discussion and informal debate. The students will be required to present topics they have researched and prepared for presentation. The class may be a means of introducing students to a world of wider academic knowledge and areas of interest.

[1]James H. McBurney and Glen E. Mills. Argumentation and Debate: Techniques of a Free Society, Second Edition. The Macmillan Co., New York, 1964.

B. Range of subject matter

1. Stating the question for discussion

2. Uses of parliamentary procedure

3. Types of discussion groups

   a. Committees
   b. Forums
   c. Symposiums
   d. Panel discussions

4. Steps in a good discussion

5. Roles in a discussion

   a. Chairman
   b. Participants
   c. Audience

6. Presentation of different types of discussions.

III. LEARNING ACTIVITIES

A. Given instruction on research techniques, the student will compile information for classroom discussions and informal debates.

1. Go to the library for instruction on the different kinds of materials in the library and the proper use of these materials.

2. Use The Reader's Guide to Periodical Literature to find topics that would be of interest for a group discussion. Research and take notes on two of the topics you have listed. Give your notes to the instructor for criticism and assistance.

3. Start a notebook on current events. Using one page of your notebook for each event, keep a record of the publications that have information on each topic. Add to your notebook each week.

4. Set up a file box of information for the purpose of filing 4 x 6 evidence cards. Use the cards to record the different kinds of evidence you find on each of your topics. File your cards in defined categories. When you are required to participate in class discussion or debates, use the information in your file box to support your statements.

5. Ask your instructor to give you a list of the different kinds of evidence and find examples of each kind for your topics. Use your types of evidence to create variety in the classroom discussions and debates.

6. Bring to class articles from local newspapers that are useful in supporting some of the topics you have listed for discussion. Read the articles aloud to your class and ask the members to evaluate the source.

7. Tape-record national television newscasts and play the recordings to your class. Ask the instructor to moderate a discussion on the validity of the evidence. Use quotations from these newscasts to support your opinions in class discussions.

B. Given sufficient instruction on the use of parliamentary procedure, the student will employ it to conduct class discussions.

1. Use the Congressional Digest and other available publications to compile a list of bills being presently debated in the Senate.

2. Choose two topics from the compiled list. Write a bill for each topic, using the National Forensic League Student Congress format for bills.

3. Present each bill. One member should act as presiding officer and recognize speakers in alternating negative and affirmative speeches. The class should decide either to pass or fail your bill(s) to conclude the discussion.

4. Find out the topics of the bills being discussed in the State House of Representatives. Choose one topic and write a bill on that topic. Use the National Forensic League format. One member of the class should act as presiding officer while you present a five minute prepared speech supporting your bill. After the first prepared speech, the presiding officer will recognize affirmative and negative speakers until your bill is either passed or failed by the class.

5. Research local newspapers and compile a list of community problems. Choose two of the problems, and for each one write a bill that states a remedy for the problem. Using parliamentary procedure, debate each problem in class until your bill is either accepted or rejected by the members. These bills can be sent to local newspapers for comment and publication.

6. Prepare three bills on topics of community interest. Prepare several copies of the bills and ask your principal to permit you to conduct one PTA meeting. Give parents a copy of the bill and ask them to speak either for or against the idea. Choose one person to author each bill by giving a five minute prepared speech on the topic before it is opened to the floor for discussion. A member of your class should act as the presiding officer for this function and your instructor might act as the parliamentarian.

7. Travel with the National Forensic League students to the mock student congress held each year in the state capitol building in Tallahassee. Research the bills to be presented in this mock congress and speak extemporaneously on at least two of them both in the classroom and in the student congress.

8. Participate in the mock United Nations Assembly held in a Dade County school each year. Your class should draft at least three resolutions relevant to the United Nations and through the use of parliamentary procedure discuss them both affirmatively and negatively in class before attending the assembly.

9. Participate in the World Affairs Institute held in a Dade County school each year. Upon receipt of the resolutions to be discussed at this function, students will research and present them in class through the use of parliamentary procedure.

10. Engage in your school's Close Up program and travel to Washington, D. C., for seminars in governmental operations. Ask your teacher to get information on the project from the head of your social studies department and to present that information to the class.

11. Join and actively participate in discussion groups in your school such as the United Nations Club. Report on relevant discussions in these groups to your class. These reports can be used as a means of further exploring good topics.

C. Given prior instruction on the art of conducting discussions, the student will chair discussions on topics relevant to his classmates.

1. Compile a list from leading news periodicals of prominent topics in the news for the past year.

2. Select three topics you have listed and correctly state a discussion question for each topic.

3. Select three members of your class to aid you in presenting a discussion on each of the three topics. You must act as the chairman and perform the following functions:

   a. Confer in advance with the other students
   b. Prepare a discussion outline
   c. Open the meeting with remarks that are brief and to the point
   d. Keep the discussion moving
   e. Make occasional summaries
   f. Bring out all viewpoints on the subject
   g. Close the meeting by summarizing the whole discussion

4. Select one topic from the list you have compiled and present a three to five minute speech on that topic. At the conclusion of your speech, invite discussion and questions from the other members of the class. You might ask the teacher to moderate the question and answer period.

5. Use one of the topics from your list and prepare a detailed written analysis of it. The analysis must include background information on the situation, the present status of the problem, and possible solutions to the problem. After your teacher has read your analysis, ask him to choose one person from the classroom who will be given time to research the problem and then debate the possible solutions with you in class.

6. Select a speech from the Congressional Digest that has been given by a United States congressman. Tape-record this speech and play it to your class. At the conclusion of the tape, moderate a class discussion of the main points of the congressman's speech. Remember the duties of a chairman in leading a discussion.

7. Invite a teacher from the social studies department in your school to give a speech or a lecture entitled "The Rise of Socialism in the United States Today." At the conclusion of his presentation, ask four people from the class who have previously prepared for the topic to debate the idea informally. Two of the students should support the theory and two should refute it. This exercise may be repeated several times by choosing different topics and different guest speakers.

8. Prepare a discussion with three other members from your class for the television program "Youth and the Issue." As a group, choose your topic and select a chairman. Use the discussion to bring out both the pros and the cons of the subject. Investigate the possibility of presenting your discussion on a local TV station. Ask the members of your class to watch the telecast and to critique your performance.

9. Review recent issues of the magazine Vital Speeches. Select one speech you think will be of interest to your class. Read the printed speech and from an outline tell your classmates what the speaker said. After your presentation, ask your teacher to moderate the class discussion in which you will bring out the following:

   a. Personal importance of the topic
   b. International interest
   c. Identification of omitted points

   This assignment should be repeated until every student has had a chance to conduct it.

10. Prepare and present a five minute speech on some undesirable situation in your school. Ask an administrator or a teacher in the school who is familiar with the situation to give a three to five minute speech on it. At the conclusion of the two speeches, ask the members of the class to react to both and to make suggestions for possible remedies to the problem. Ask your teacher to appoint a committee to approach the principal about the problem and to explore all the suggested remedies with him. Report the findings to the class for discussion and/or debate.

11. Ask one of the debate teams in your school to present a formal debate on the current national high school debate topic. After the debate, lead a class discussion on which side won the argument and why. A discussion on the debate topic can be set for the class by asking members to research the topic. Using the symposium format, present your findings to the class.

12. View and tape William F. Buckley's television program "Firing Line." Play the tape and invite classmates to react to Mr. Buckley's and his guest's ideas on the given topic for that show. Every class member should be responsible for this assignment on consecutive weeks.

13. Watch the television show "The Advocates." Chair a class session on the topic discussed by the advocates. Try to bring out the following:

    a. Is the topic truly important to the majority of the people?
    b. Were the statements made supported or were they just opinions?
    c. What points were not included in the discussion that should have been to make it complete?

14. Listen to a radio phone-in talk show. Evaluate the discussion style of the radio host and the quality of the discussion itself. Arrange for your class to have access to a telephone so that any opinions or ideas they have on the topic can be expressed on the air.

15. Invite business people from the community to present speeches on different types of occupations and professions available to high school students and graduates. Ask each guest to answer questions on the advantages and disadvantages of that particular occupation or profession.

16. Select a topic dealing with recreational extracurricular activities. State the discussion question correctly and give it to every member of the class. After each student has been given a few days to organize his thoughts and to conduct any necessary research, chair a discussion on the value of such activities in the overall educational program. Other students in the class can meet the same assignment by choosing different activities – service clubs, co-op programs, etc., and following the same procedure for discussion.

17. Use the forum type of discussion to present a well researched report on the topic "What Happens to School Dropouts." Permit classmates to make comments and to question members of the panel. The forum style should be repeated until all members have practiced it. Topics for discussion using this medium may be suggested by the instructor or taken from the current events list previously compiled by the students.

18. Attend a jury trial in either the state or federal courts. Observe the techniques used to present evidence and to support and refute all points that arise. Return to the classroom and discuss the

value of the jury system in American society. Select four members of the class to help you research the judicial system, then present an informal debate on the abolition of the jury system. Two members should support the idea and two members should refute it. After the presentation, ask your peers to evaluate the debate and to conclude whether the jury should or should not be abolished.

IV. STUDENT RESOURCES

A. State-adopted textbooks

Discussion and Debate. National Textbook Co., Skokie, Illinois.

B. Non-state-adopted supplementary materials

1. Textbooks

Strategic Debate. National Textbook Co., Skokie, Illinois, 60076.

Your Speech. Harcourt, Brace and Co., New York, New York.

The Speech Arts. Lyons and Carnahan, Inc., Atlanta, Georgia.

2. Periodicals

United States News and World Report. Circulation Department, 435 Parker Avenue, Dayton, Ohio, 45401.

Time. Principal Office, Rockefeller Center, New York, New York, 10020.

Newsweek. 444 Madison Avenue, New York, New York, 10022.

Current History. 4225 Main Street, Philadelphia, Pennsylvania, 19127.

V. TEACHER RESOURCES

A. Textbooks (See Student Resources)

B. Professional books and periodicals

Auer, J.J. and Henry L. Eubank. Handbook for Discussion Leaders. New York: Harper, 1954.

Baird, A. Craig. Argumentation, Discussion and Debate. New York: McGraw-Hill Book Co., Inc., 1950.

Bornlund, Dean C. and Franklin S. Haiman. The Dynamics of Discussion. Boston: Houghton Mifflin Co., 1960.

Bowman, Hubert C. How to Lead Discussion. New York: Woman's Press, 1961.

Bryant, Donald G. and Carl R. Wallace. Fundamentals of Public Speaking. New York: McGraw-Hill, n.d.

Chenoweth, Eugene C. Discussion and Debate. Dubuque, Iowa: William C. Brown Co., 1951.

Fansler, Thomas. Creative Group Thinking. New York: Harper, 1950.

Gray, Tiles W. and Waldo W. Braden. Public Speaking: Principles and Practice, 2nd ed., New York: Harper and Row, 1963.

Gulley, Halbert F. Discussion, Conference and Group Process. New York: Holt, Rinehart and Winston, 1960.

Hariman, Franklyn S. Group Leadership and Democratic Action. Boston: Houghton Mifflin Co., 1951.

Howell, William S. and Donald K. Smith. Discussion. New York: Macmillan Co., 1956.

Keltner, John W. Group Discussion Processes. New York: Longman, Green and Co., 1957.

McBurney, James H. and Kenneth G. Hance. Discussion in Human Affairs. Belmont, California: Wadsworth Publishing Co., 1964.

Miles, Matthew B. Learning to Work in Groups. New York: Columbia University Press, 1959.

Monroe, Alan H. Principles and Types of Speech, 5th ed. Atlanta: Scott, Foresman and Co., 1962.

Potter, David and Martin P. Anderson. Discussion: A Guide to Effective Practice. Belmont, California: Wadsworth Publishing Co., Inc., 1963.

Wagner, Russell H. and Carroll G. Arnold. Handbook of Group Discussion. Boston: Houghton Mifflin Co., 1950.

C. Films

Discussion Technique. 28' B&W.	1-31310
Group Discussion. 10' B&W.	1-04532
How to Conduct a Discussion. 25' B&W.	1-11793
Making Yourself Understood. 14' B&W.	1-10402
Movement and Gesture. 10' B&W.	1-04502
Speak Up! 11' B&W.	1-04523

D. Records

"Let's Listen." 10" 65.	4-00024
"Speak Up." 12" 45.	4-40514